

## Algebra I/Integrated Math I Blended Learning Pilot Expansion

Based on the early successes and feedback we have received from participants in the blended learning pilot, we are excited to announce that we will expand this pilot to a second cohort of eighth and ninth grade teachers for the 2017-18 school year. The pilot will continue with the original 50 participants and add an additional 50 participants. For year 2, entire districts or schools are not required to participate. Individual teachers, in partnership with their respective school administrators, must opt in to participate. Please note that any combination of one, multiple, or all Algebra I/Integrated Math I teachers within a school can declare an interest to participate in the Blended Learning Pilot. Not all teachers in a single school are required to express interest for one teacher/school to participate.

From the pool of teachers who declare interest, a second cohort of approximately 50 teachers will be randomly selected to join the pilot for the 2017-18 school year. *We encourage teachers to submit interest with their teaching team.*

If you are a teacher interested in participating, please obtain your principal's permission before submitting the "Intent to Participate-Teacher" form found [here](#). The Director of Schools will also need to fill out an "Intent to Participate-Director" form, which can be found [here](#). If you participated in 2016-17, please check your email for information on participating for a second year.

### Participating teachers will be provided the following:

- Access to Canvas, a learning management system (LMS)
  - o *Schools using a different LMS are eligible to participate*
- Access to yearlong coaching support (only for first time participating teachers)
- Mandatory training during June/July of 2017 on how to use digital tools to personalize instruction
- Ongoing support from the department with a designated point of contact
- A personalized learning implementation guide

### Expectations to participate:

- Districts with no formal learning management systems are encouraged to participate.
- Students must have access to digital tools during Algebra I/Integrated Math I class time or a specific time out of class (such as a "skinny block" or time set aside for tiered interventions).
- The school must assign a pilot coordinator to serve as the point of contact.
- All participating teachers must attend the summer training.
- A principal or assistant principal from each school must attend a day-long workshop.
- Participating teachers and students must complete a focus group, interview, and periodic surveys.
- The school must provide all data requested by the department in a timely manner.
- The teacher, school, and district must sign a Memorandum of Understanding.

For additional information, contact [Adriana.Harrington@tn.gov](mailto:Adriana.Harrington@tn.gov).

## Background on the Algebra I/Integrated Math I Pilot

In July 2016, the department launched the first year of the Algebra I/Integrated Math I pilot. We know that all students learn and think differently, and blended learning provides an avenue to support personalized learning—a central tenet of [Tennessee Succeeds](#), the department's strategic plan. Fifty teachers and roughly 5,000 students representing 21 districts are currently participating. Below are some mid-year highlights:

### Definition

**Blended Learning:** The combination of strong human teaching strategies and technology-based teaching strategies fused together to strategically personalize learning for students.

### Pilot Goals

The goals for the pilot are to assess whether or not a blended learning environment:

- 1) helps increase student proficiency in Algebra I and Integrated Math I
- 2) supports teacher instructional practices
- 3) increases student buy-in and ownership of the learning process

The goals will be assessed through qualitative and quantitative data collection and analysis.

### Pilot Highlights

The quotes below were taken from the end-of-semester survey:

- "Canvas has completely transformed my class. I am able to provide instruction in a shorter amount of time and facilitate learning as students progress at their own pace. I cannot imagine teaching without Canvas in future years. I am also grateful for the NROC content. While I do not use it for instruction or assignment, it is valuable as a supplemental resource. I often use it for students who are absent and for those who just need more help."
- "This has been an amazing year for my students and me! I have seen exponential growth in student engagement, behavior management, and academic growth. My better lesson instructor is so helpful and extremely encouraging. He has really pushed me to try new methods and innovate in my classroom. I am doing a true 1:1, digital learning, and self-paced learning environment. Canvas makes that so easy!"
- "I absolutely love blended learning. I have decided to record myself teaching lessons and put those videos online for students. They enjoy these because they are in my voice and the language I teach in. It has [also] been very successful in differentiating my lessons. Our school also had a big problem with absenteeism, and it has allowed students to catch up on work very easily or re-learn a topic to retake a quiz."